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AUTHOR Ahrendt, Donna; And Others
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ABSTRACT

For the past four years, Indiana University-Bloomington has used an ecosystems approach to environmental assessment to evaluate the programs, services, and personnel of its residence halls. In October 1981, undergraduates (N=710) living in residence halls completed a questionnaire about the residence hall environment. The questionnaire included an environmental referrent section which gave students an opportunity to identify questionnaire items they felt strongly about, indicate why they felt strongly, and recommend actions to enhance the issues addressed by the items. A comparison of 1981 results with results from the previous three years revealed that residence hall personnel continued to receive high marks for their efforts. Student government received reasonably positive marks, while programs offered in the centers received a wide range of responses from students. Recreational programming appeared most successful, followed by social programming and academically-oriented programming. Students reported a negative response toward the availability of personal development programs and guest speakers. Responses to three items addressing the academic environment in residential centers, when compared to results from previous years, indicated that study conditions were improving. An item addressing personal security also improved considerably in 1981. The results suggest a reasonably high quality experience for students. (NRB)

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AN EVALUATION OF LIFE IN THE RESIDENCE HALLS AT INDIANA UNIVERSITY FROM AN ECOSYSTEM PERSPECTIVE: 1981

Donna Ahrendt
Roger Boyles
Russ Bumba
Dennis Murphy
John Schuh

December, 1981

U.S. DEPARTMENT OF EDUCATION
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The purpose of this report is to discuss an ecosystems environmental assessment project undertaken during Fall, 1981, which evaluated the residence hall environment at Indiana University, Bloomington. This project is one of a series of evaluations that are conducted annually on the Bloomington campus, the purpose of which is to evaluate the programs, services and personnel of the residence halls. This summary report outlines a project conducted in the single, undergraduate student residence centers. A separate report is available upon request for those interested in the project conducted for single, graduate student centers. Additional reports are available which summarize the responses for individual, undergraduate residence centers.

The ecosystem approach to environmental assessment is different from many paper and pencil assessments. Whereas many such assessments simply solicit student opinions and evaluations concerning a number of research criteria, this approach attempts to involve the respondents in reshaping their environment through the use of environment referrents. Environmental referrents are opportunities students have to identify the items they feel most strongly about in the structured questionnaire, indicate why they feel strongly about these items, and recommend actions to enhance them.

Environmental assessment projects have been conducted on the Bloomington campus during the Fall of 1978, 1979, and 1980. This report will attempt to report the results of the project conducted in 1981 and compare and contrast the results of the 1981 project with those of the projects conducted in previous years.

It should be noted that while Indiana University is not unique in conducting this kind of project, there are very few colleges and universities throughout the United States where attempts are made to systematically

assess the residence hall environment. This kind of assessment is perceived as a valuable exercise in that it gives the university an opportunity to determine the strengths and weaknesses of the residence hall environment part way through the academic year and make changes where appropriate so that the environment can be enhanced for the balance of the academic year.

Method

Sampling

The sample for this project was drawn on a systematic basis. Each center, with the exception of Collins Living Learning Center, drew a sample of 100 student participants. Due to its smaller size, 50 Collins residents were included in the sample. The students chosen to participate were identified by use of a roster of student residents. The total population of each center (except Collins) was divided by 100. The resulting quotient was the number used to identify students included in the sample. For example, in a center of 1100 students, the resulting quotient is 11. Thus, every 11th student listed on the roster was included in the sample. While this sampling method is not random, it was considered to be reasonably representative, since each living unit had a minimum of one student included in the sample. In nearly all cases, several students from each living unit were included in the sample.

Instrumentation

The instrument used in this project was developed by the authors. It was based on the one that had been employed in previous assessment projects at Indiana University. Representatives from the Halls of Residence Department and the Residence Halls Association were invited to submit items for inclusion in the questionnaire, and they did so. Additionally, the community councils of the various residence centers

were asked to submit not more than five items that addressed specific concerns of individual centers. Many of the centers submitted special questions, which often concerned such matters as programs unique to the centers or library usage. A unique feature of the instrument was the environmental referrent section. This section, which has been discussed earlier in this report, gave students the opportunity to go back through the questionnaire and identify not more than five items they felt very strongly about, in a positive or negative sense. They were asked to describe why they felt strongly about the items and then indicate how the issues addressed in the items could be enhanced. This method allows students to become directly involved in the process of redesigning their environment to better meet their needs. A copy of the questionnaire is included as Appendix A.

Data Collection

The questionnaires were distributed to the potential respondents through the resident assistant staff. The potential respondents were asked to complete the questionnaire and return them to a designated place in the center. All data were collected during the week of October 26-30, 1981. In previous years, the data were collected during the second week of October. It was felt this year thata slightly longer living experience in the residence halls would provide students with a better opportunity to evaluate their environment. Hence, data collection was conducted two weeks later for this assessment project.

Data Analysis

The data analysis plan was supervised by Russ Bumba and Dennis Murphy. Complete reports of the results were prepared using SPSS computer programs which yielded frequency distributions, modes, means, medians and

histograms for each center as well as for the residence hall system. Moreover, means, medians and modes were computed for sub-groups within each center's sample along the following lines: the unit within which the students lived; their class standing, their sex; and whether or not they had lived in their present residence center prior to Fall, 1981. These additional data are especially useful in determining the impact of residential life for specific groups of students, such as sophomore women, freshmen men, students who have lived in the residence hall in previous years, etc.

Results

Of the 950 students included in the sample, 710 completed the questionnaire, for a response rate of 74.7%. Reflecting the general residence hall population, the largest group of respondents by class was freshmen, followed by sophomores, juniors and seniors. A summary of the class standing of the respondents is listed in Table 1.

Table 1

Class Standing of Respondents

Class Standing	Number of Respondents	Percentage of Respondents
Freshmen	354	49.9
Sophomore	206	29.0
Junior	88	12.4
Senior	48	6.8
Graduate	6	.8
No response	8	1.1

More women than men participated in this study, which reflects the fact that more women than men live in the residence halls. Nearly 57% of the participants were women, while the balance were men. The sex of the respondents is reported in Table 2.

Table 2

Sex of Respondents

Sex	Number of Respondents	Percentage of Respondents*
Female	404	56.9
Male	295	41.5
No response	11	1.5

*Total does not equal 100% due to rounding.

The largest percentage of respondents reported that they were living in their present residence hall for the first semester. Over 65% were living in their residence center for the first semester, while the balance, excluding the non-respondents, had lived in the hall previously. A summary of these results are listed in Table 3.

Table 3

First Semester Lived in the Present Residence Center

Response	Number of Respondents	Percentage of Respondents*
Yes	459	64.6
No	240	33.8
No response	11	1.5

*Total does not equal 100% due to rounding.

Means, medians and standard deviations for each individual item are listed in Table 4. Most items elicited a mean score ranging from 4.00 to 6.00. None had a mean score of over 6.00. Three items had a mean score below 4.00. These items included the opportunity for personal development activities, students looking forward to meal time, and informative guest speakers making presentations in the center.

The results of the 1981 study are compared with those from previous years in Table 5. For thirteen of the items considered, the mean score derived in 1981 was the highest mean for the four years the study has been conducted. The mean score for 1981 was the lowest over the four year life of this study for two items. In one of these cases, that dealing with the Key and Guide to Graduate Living describing life in the residence halls well, a typographical error caused a punctuation problem which may have had some impact of how the respondents interpreted the item.

Table 4.

PART I

Listed below are a series of statements. Please read them and on the continuum to the right of each statement, indicate the degree to which you agree or disagree with it by placing an X in the appropriate blank.

The following definitions of terms may be useful to you:

Resident Assistant (Resident Fellow in LLC): This person is an upperclass or graduate student who is assigned to a floor or hall and is responsible for interpersonal, social, and academic experiences of students.

Residence Life Staff: Includes Resident Assistants (Resident Fellows) and Residence Life Coordinators.

Halls of Residence Staff: Includes the Housing Manager, maintenance and custodial personnel, and clerical staff.

	(7) Very Strongly Agree			(4) Neutral		(1) Very Strongly Disagree	
1. The "Ins and Outs," distributed at registration, provides an adequate description of services and resources to students on campus.	73	208	220	173	16	7	3
2. There are adequate opportunities for social activities in my living unit (house, floor, hall).	136	220	164	86	58	27	15
3. Guest speakers from outside my residence center make presentations in my center.	49	62	87	204	117	112	72
4. The Halls of Residence staff are responsive to my needs concerning physical facilities.	82	165	170	190	54	23	17
5. I am able to study in my room when I wish to.	120	154	130	99	92	58	53
6. My resident assistant is available to meet my needs.	271	207	109	79	20	12	8
7. The Halls of Residence Office staff are responsive and helpful in providing main desk services.	130	195	179	118	38	25	20
8. Student government in my residence center offers me opportunities to participate in leadership positions.	94	140	163	238	43	11	15
9. Established quiet hours help create an atmosphere which supports my efforts to study in my room.	74	113	126	165	87	69	71
10. I am satisfied with the opportunities I have to meet with faculty members in my residence center.	44	83	99	274	112	60	33
11. My student government responds adequately to the needs expressed by residents of this center.	24	110	146	299	67	31	25
12. I have adequate opportunities to participate in recreational programs in my residence center.	138	239	166	112	32	13	6

	(7) Very Strongly Agree			(4) Neutral		(1) Very Strongly Disagree	
13. I am satisfied with how well I do on my examinations and other assignments.	47/	153/	187/	126 /	122 /	49 /	20 /
14. I know the rules of my residence center.	120/	251/	193/	102 /	25 /	12 /	2 /
15. The opportunity for cultural events in my center, i.e., concerts, arts, crafts, meets my needs.	45/	97/	126/	254 /	105 /	45 /	33 /
16. I have an opportunity to talk with someone in my center about personal problems, such as homesickness, relationships, or academics.	148/	141/	122/	183 /	55 /	32 /	20 /
17. There are adequate opportunities for social activities in my center.	109/	189/	197/	113 /	54 /	28 /	9 /
18. The Key/Guide to Graduate Living in Eigenmann Center does a good job of describing residence hall living at Indiana University.	33/	65/	65/	433 /	11 /	4 /	14 /
19. The custodian in my living unit keeps the area clean.	288/	185/	125/	42 /	36 /	16 /	11 /
20. I have an opportunity to study in alternative areas of the residence center, such as libraries or study halls.	277/	223/	147/	31 /	15 /	11 /	3 /
21. I have received adequate printed information which describes the services and resources available to students in my center.	119/	232/	196/	79 /	48 /	19 /	11 /
22. I feel safe and secure in my residence center.	205/	228/	145/	66 /	35 /	13 /	14 /
23. The counter servers in my dining hall are helpful and courteous.	122/	181/	165/	122 /	62 /	27 /	25 /
24. I know the rules and regulations of I.U.	102/	213/	222/	109 /	38 /	13 /	9 /
25. I look forward to meal time in my dining hall.	41/	76/	132/	152 /	100 /	66 /	134 /
26. When I have a problem in my center, I am aware of the procedures to follow to remedy the situation.	65/	129/	208/	158 /	94 /	32 /	19 /

	(7) Very Strongly Agree			(4) Neutral		(1) Very Strongly Disagree	
27. I am in favor of a policy allowing residents to enter the dining hall only once per meal which would help prevent non-residents from entry and aid in maintaining low board rates. This policy would not rule out second servings for residents or guests.	148	131	91	136	75	38	85
28. I am aware of personal development activities such as assertiveness and leadership training being offered in my center.	35	84	127	195	138	63	62
29. The food manager in my dining hall is helpful in assisting with exchange dinners, special diets, sick trays or food and equipment for floor functions.	71	100	131	310	34	29	26
30. I like living in my residence center.	192	213	164	85	28	12	9
31. My center's student government officers are accessible and responsible to problems and questions I have about the residence halls system.	66	134	124	262	65	25	16

	Mean	Standard Deviation	Median
1. The "Ins and Outs," distributed at registration, provides an adequate description of services and resources to students on campus.	5.166	1.089	5.186
2. There are adequate opportunities for social activities in my living unit (house, floor, hall).	5.211	1.475	5.514
3. Guest speakers from outside my residence center make presentations in my center.	3.717	1.659	3.748
4. The Halls of Residence staff are responsive to my needs concerning physical facilities.	4.849	1.395	4.891
5. I am able to study in my room when I wish to.	4.610	1.831	4.892
6. My resident assistant is available to meet my needs.	5.796	1.325	6.104
7. The Halls of Residence Office staff are responsive and helpful in providing main desk services.	5.150	1.467	5.346
8. Student government in my residence center offers me opportunities to participate in leadership positions.	4.874	1.335	4.776
9. Established quiet hours help create an atmosphere which supports my efforts to study in my room.	4.193	1.776	4.261
10. I am satisfied with the opportunities I have to meet with faculty members in my residence center.	4.094	1.445	4.038
11. My student government responds adequately to the needs expressed by residents of this center.	4.333	1.275	4.263
12. I have adequate opportunities to participate in recreational programs in my residence center.	5.396	1.276	5.603

		Mean	Standard Deviation	Median
13.	I am satisfied with how well I do on my examinations and other assignments.	4.503	1.481	4.687
14.	I know the rules of my residence center.	5.418	1.161	5.574
15.	The opportunity for cultural events in my center, i.e., concerts, arts, crafts, meets my needs.	4.228	1.442	4.167
16.	I have an opportunity to talk with someone in my center about personal problems, such as homesickness, relationships, or academics.	4.954	1.578	4.996
17.	There are adequate opportunities for social activities in my center.	5.094	1.388	5.239
18.	The Key/Guide to Graduate Living in Eigenmann Center does a good job of describing residence hall living at Indiana University.	4.373	1.050	4.155
19.	The custodian in my living unit keeps the area clean.	5.789	1.415	6.157
20.	I have an opportunity to study in alternative areas of the residence center, such as libraries or study halls.	5.949	1.149	6.157
21.	I have received adequate printed information which describes the services and resources available to students in my center.	5.276	1.345	5.495
22.	I feel safe and secure in my residence center.	5.576	1.389	5.851
23.	The counter servers in my dining hall are helpful and courteous.	4.997	1.547	5.203
24.	I know the rules and regulations of I.U.	5.222	1.254	5.329
25.	I look forward to meal time in my dining hall.	3.676	1.813	3.832
26.	When I have a problem in my center, I am aware of the procedures to follow to remedy the situation.	4.633	1.470	4.738

	Mean	Standard Deviation	Median
27. I am in favor of a policy allowing residents to enter the dining hall only once per meal which would help prevent non-residents from entry and aid in maintaining low board rates. This policy would not rule out second servings for residents or guests.	4.555	1.968	4.698
28. I am aware of personal development activities such as assertiveness and leadership training being offered in my center.	3.929	1.565	3.956
29. The food manager in my dining hall is helpful in assisting with exchange dinners, special diets, sick trays	4.534	1.391	4.344
30. I like living in my residence center.	5.546	1.318	5.751
31. My center's student government officers are accessible and responsible to problems and questions I have about the residence halls system.	4.617	1.371	4.416

PART II

Now that you have completed Part I, go back through the items and identify not more than five items that you feel very strongly about, in either a positive or negative sense. Write the number of those items in the blocks provided below. Then, next to the item number, write why you feel strongly about the item, and what you would recommend to improve the situation.

Item Number	WHY DO YOU FEEL STRONGLY ABOUT THE ITEM	WHAT CAN BE DONE TO IMPROVE THE SITUATION

Thank you for your help with this project.

Table 5

Mean Scores for the 1978, 1979, 1980 and 1981 Survey

	$\bar{X}$ Fall 1978	$\bar{X}$ Fall 1979	$\bar{X}$ Fall 1980	$\bar{X}$ Fall 1981
1. The "Ins and Outs," distributed at registration, provides an adequate description of services and resources to students on campus.	*	5.03	5.04	5.17
2. There are adequate opportunities for social activities in my living unit (house, floor, hall).	4.92	5.16	5.24	5.21
3. Interesting, informative guest speakers make presentations in my center.	2.30	3.04	3.22	3.71
4. The Halls of Residence staff are responsive to my needs concerning physical facilities.	4.59	4.52	4.80	4.85
5. The Halls of Residence Office staff are responsive and helpful in providing main desk services.	6.02	5.26	5.31	5.15
6. I am able to study in my room when I wish to.	4.20	4.46	4.53	4.61
7. The resident assistants (resident fellows in MRC) in my center are available to meet my needs.	5.19	5.62	5.53	5.80
8. I have adequate opportunities to participate in recreational programs offered through my residence center.	5.33	5.66	5.55	5.40
9. Student government in my residence center offers me opportunities to participate in leadership positions.	4.32	5.08	4.97	4.87
10. Established quiet hours help create an atmosphere which supports my efforts to study in my room.	3.86	4.01	4.10	4.19
11. I am satisfied with the opportunities I have to meet with faculty members in my residence center.	3.41	3.90	3.91	4.09

*=Did not appear in 1978 questionnaire
7=Very Strongly Agree; 1=Very Strongly Disagree

Table 5 Con't.

		$\bar{X}$ 1978	$\bar{X}$ 1979	$\bar{X}$ 1980	$\bar{X}$ 1981
12.	I know the rules of my residence center.	5.19	5.56	5.36	5.42
13.	The opportunity for cultural events in my center, i.e., concerts, arts and crafts, meets my needs.	3.68	3.98	4.24	4.23
14.	I have an opportunity to talk with someone in my center about personal problems, such as homesickness, relationships, or academics.	4.40	4.87	4.98	4.95
15.	I have an opportunity to study in alternative areas of the residence center, such as libraries or study halls.	*	5.92	5.99	5.95
16.	There are adequate opportunities for social activities in my center.	4.81	5.11	5.09	5.09
17.	The Key does a good job of describing residence hall living at Indiana University.	4.68	4.96	4.66	4.37
18.	The custodian in my living unit keeps the area clean.	5.51	5.87	5.74	5.79
19.	I have received adequate printed information which describes the services and resources available to students in my center.	4.71	5.12	4.93	5.28
20.	I feel safe and secure in my residence center.	5.30	5.33	5.27	5.58
21.	The general attitude of the staff employed in the food service department is courteous and helpful.	4.22	4.67	4.57	5.00
22.	I know the rules and regulations of I.U.	*	5.26	5.21	5.22
23.	I am in favor of a policy allowing residents to enter the dining hall only once per meal. This helps prevent non-residents from causing increased food costs which are reflected in the board rate. This does not rule out second servings for residents or paying guests.	4.36	4.77	4.13	4.55

*=Did not appear in 1978 questionnaire
7=Very Strongly Agree; 1=Very Strongly Disagree

Table 5 Con't.

	$\bar{X}$ 1978	$\bar{X}$ 1979	$\bar{X}$ 1980	$\bar{X}$ 1981
24. I am aware of personal development activities such as assertiveness and leadership training being offered in my center.	*	3.76	3.58	3.93
25. I am satisfied with the quality of food preparation in my residence center.	2.68	3.28	3.38	**
26. When I have a problem in my center I am aware of the procedures to follow to remedy the situation.	*	4.54	4.56	4.63

*=Did not appear in 1978 questionnaire
7=Very Strongly Agree; 1=Very Strongly Disagree
**=Did not appear in 1981 questionnaire

Discussion

This report has been one in a series of studies conducted at Indiana University-Bloomington designed to assess the environment of the residence halls from an ecosystem perspective. Several conclusions can be noted as a result of this study.

Residence hall personnel continue to receive high marks for their efforts on behalf of the students. Custodial people, office staff, food service workers and resident assistants have been evaluated positively by the students. The custodial staff and resident assistants, in particular, have been recognized very positively by the students, receiving mean scores of 5.80 and 5.79 for their efforts. What is especially noteworthy is that just 63 students gave the custodians a negative response, and only 40 students indicated a negative response toward the availability of their RA's.

Student government received reasonably positive marks from the student constituency. Three items dealt with student government opportunities and services, and in each case the student response was positive, ranging from 4.333 for the item concerning student government responding adequately to needs expressed in the center to 4.874 for the item concerned with opportunities for student involvement in leadership positions.

Programs offered in the centers received a wide range of responses from students. As has been the case in previous years, recreational programming seems to be the most successful in the undergraduate halls, followed by social programming at both the unit and center level. More academically oriented programming, such as student-faculty interaction, guest speakers, cultural programs and personal development programs, was perceived less positively, and in the case of personal development programs and guest speakers, the responses were below 4.00, which indicated a negative response toward the availability of such programs.

Three items addressed the academic environment in the residential centers. A mean score of 4.610 was developed for the item addressing the ability students have to study in their rooms when they want. The mean score for this item has improved each year the survey has been conducted. That also has been the case for the item concerned with now established quiet hours support student efforts to study in their rooms. The third item dealing with study conditions, having an opportunity for alternative areas for study in the center, over the years has earned mean scores in a range from 5.92 to 5.99. Taken as a group these three items indicated that study conditions are improving somewhat, but probably are not at an optimal level. Nevertheless, the trend is encouraging.

Items dealing with the information students have about the center and the university have reflected a generally positive student response. Students seem to know the rules and regulations of the residential centers and the university, and the printed information provided to students in the centers appears to get the intended message across to students. That item addressing The Key and Guide to Graduate Living was punctuated incorrectly, thus leaving an ambiguous statement. The results for that item for this year probably should be ignored.

The item addressing personal security improved considerably in this year's project. A possible explanation for the improvement might be the structured personal safety and security program offered during Fall orientation. While a cause/effect relationship for the improvement cannot be demonstrated, it seems plausible that the program increased students' awareness of safety problems on campus and provided information about how to address them.

Taken as an aggregate, the answers to this year's survey tend to indicate a reasonably high quality experience for students. Students seem to report general satisfaction with personnel and services, although they are a bit dissatisfied with some of the general program areas. Those areas, as well as other concerns that are problems for specific centers will be addressed during the Spring semester, 1982.

APPENDIX A: THE INSTRUMENT

Indiana University

October 26, 1981

Dear Resident Student,

One of the objectives we have is to make living in the residence halls be a rewarding experience for students. Students should have a regular opportunity to provide information to organizations such as the Community Councils and the staff assigned to the various centers on how they perceive life in the center.

With that in mind, you have been selected as one of approximately 10% of the residential population to complete the attached questionnaire. It should not take more than 20 minutes to do so. The information you provide will be extremely useful in attempting to modify the environment in which you live.

We want to assure you that all responses will be anonymous. Let us thank you in advance for your cooperation.

Sincerely yours,

Leland R. Ratliff

Leland Ratliff, Director
Halls of Residence

Hank Westcott

Hank Westcott, President
Residence Halls Association

John H. Schuh

John H. Schuh, Director
Department of Residence Life

Please answer the following three questions by placing an X in the blank space that represents the best answer to the question, and then go on to the next page:

Please indicate your class standing:
Freshman _____
Sophomore _____
Junior _____
Senior _____
Graduate _____

Please indicate your sex:
Female _____
Male _____

Is this the first semester you have lived in your present residence center?

Yes ____
No ____

Please indicate your living unit: Center _____ Unit _____

PART I

Listed below are a series of statements. Please read them and on the continuum to the right of each statement, indicate the degree to which you agree or disagree with it by placing an X in the appropriate blank.

The following definitions of terms may be useful to you:

Resident Assistant (Resident Fellow in LLC): This person is an upperclass or graduate student who is assigned to a floor or hall and is responsible for interpersonal, social, and academic experiences of students.

Residence Life Staff: Includes Resident Assistants (Resident Fellows) and Residence Life Coordinators.

Halls of Residence Staff: Includes the Housing Manager, maintenance and custodial personnel, and clerical staff.

	(7) Very Strongly Agree			(4) Neutral			(1) Very Strongly Disagree
1. The "Ins and Outs," distributed at registration, provides an adequate description of services and resources to students on campus.	___/	___/	___/	_____/	___/	___/	___/
2. There are adequate opportunities for social activities in my living unit (house, floor, hall).	___/	___/	___/	_____/	___/	___/	___/
3. Guest speakers from outside my residence center make presentations in my center.	___/	___/	___/	_____/	___/	___/	___/
4. The Halls of Residence staff are responsive to my needs concerning physical facilities.	___/	___/	___/	_____/	___/	___/	___/
5. I am able to study in my room when I wish to.	___/	___/	___/	_____/	___/	___/	___/
6. My resident assistant is available to meet my needs.	___/	___/	___/	_____/	___/	___/	___/
7. The Halls of Residence Office staff are responsive and helpful in providing main desk services.	___/	___/	___/	_____/	___/	___/	___/
8. Student government in my residence center offers me opportunities to participate in leadership positions.	___/	___/	___/	_____/	___/	___/	___/

	(7) Very Strongly Agree			(4) Neutral		(1) Very Strongly Disagree	
9. Established quiet hours help create an atmosphere which supports my efforts to study in my room.	___/	___/	___/	_____/	___/	___/	___/
10. I am satisfied with the opportunities I have to meet with faculty members in my residence center.	___/	___/	___/	_____/	___/	___/	___/
11. My student government responds adequately to the needs expressed by residents of this center.	___/	___/	___/	_____/	___/	___/	___/
12. I have adequate opportunities to participate in recreational programs in my residence center.	___/	___/	___/	_____/	___/	___/	___/
13. I am satisfied with how well I do on my examinations and other assignments.	___/	___/	___/	_____/	___/	___/	___/
14. I know the rules of my residence center.	___/	___/	___/	_____/	___/	___/	___/
15. The opportunity for cultural events in my center, i.e., concerts, arts, crafts, meets my needs.	___/	___/	___/	_____/	___/	___/	___/
16. I have an opportunity to talk with someone in my center about personal problems, such as homesickness, relationships, or academics.	___/	___/	___/	_____/	___/	___/	___/
17. There are adequate opportunities for social activities in my center.	___/	___/	___/	_____/	___/	___/	___/
18. <u>The Key/Guide to Graduate Living</u> in Eigenmann Center does a good job of describing residence hall living at Indiana University.	___/	___/	___/	_____/	___/	___/	___/
19. The custodian in my living unit keeps the area clean.	___/	___/	___/	_____/	___/	___/	___/
20. I have an opportunity to study in alternative areas of the residence center, such as libraries or study halls.	___/	___/	___/	_____/	___/	___/	___/

	(7) Very Strongly Agree			(4) Neutral			(1) Very Strongly Disagree
21. I have received adequate printed information which describes the services and resources available to students in my center.	___/	___/	___/	_____/	___/	___/	___/
22. I feel safe and secure in my residence center.	___/	___/	___/	_____/	___/	___/	___/
23. The counter servers in my dining hall are helpful and courteous.	___/	___/	___/	_____/	___/	___/	___/
24. I know the rules and regulations of I.U.	___/	___/	___/	_____/	___/	___/	___/
25. I look forward to meal time in my dining hall.	___/	___/	___/	_____/	___/	___/	___/
26. When I have a problem in my center, I am aware of the procedures to follow to remedy the situation.	___/	___/	___/	_____/	___/	___/	___/
27. I am in favor of a policy allowing residents to enter the dining hall only once per meal which would help prevent non-residents from entry and aid in maintaining low board rates. This policy would not rule out second servings for residents or guests.	___/	___/	___/	_____/	___/	___/	___/
28. I am aware of personal development activities such as assertiveness and leadership training being offered in my center.	___/	___/	___/	_____/	___/	___/	___/
29. The food manager in my dining hall is helpful in assisting with exchange dinners, special diets, sick trays or food and equipment for floor functions.	___/	___/	___/	_____/	___/	___/	___/
30. I like living in my residence center.	___/	___/	___/	____/	___/	___/	___/
31. My center's student government officers are accessible and responsible to problems and questions I have about the residence halls system.	___/	___/	___/	____/	___/	___/	___/

PART II

Now that you have completed Part I, go back through the items and identify not more than five items that you feel very strongly about, in either a positive or negative sense. Write the number of those items in the blocks provided below. Then, next to the item number, write why you feel strongly about the item, and what you would recommend to improve the situation.

Item Number	WHY DO YOU FEEL STRONGLY ABOUT THE ITEM	WHAT CAN BE DONE TO IMPROVE THE SITUATION

Thank you for your help with this project.